

Domain-Based Unit Overview

Title of Domain: American Revolution, Grade 4

Learning Time: 22 days

Big Idea

Immigrants came to America from countries all over the Atlantic world. As they settled, they borrowed ideas and customs from one another. This borrowing and sharing helped to bring the colonists together. In time, disagreements about principles of government led the colonists to seek and establish their own identity and independence from Britain.

What Students Need to Learn

- The French and Indian War, also known as the Seven Years' War, was part of an ongoing struggle between Britain and France for control of colonies, as background to the American Revolution, including:
 - Alliances with Native Americans
 - The Battle of Quebec
 - British victory gains territory but leaves Britain financially weakened.
- Causes and provocations of the American Revolution, including:
 - British taxes, "No taxation without representation"
 - Boston Massacre and Crispus Attucks
 - Boston Tea Party
 - The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops.
 - First Continental Congress protests to King George III.
- The Revolution, including:
 - Paul Revere's Ride, "One if by land, two if by sea"
 - The fighting at Lexington and Concord, including "the shot heard 'round the world," and redcoats and Minutemen
 - Bunker Hill
 - Second Continental Congress: George Washington appointed commander in chief of Continental Army
 - Thomas Paine's Common Sense
 - Declaration of Independence (primarily written by Thomas Jefferson; adopted July 4, 1776; "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.")

- Some representative women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
- Loyalists (Tories) - Victory at Saratoga, alliance with France
- Some representative European allies (Marquis de Lafayette, the French fleet, Bernardo de Gálvez, Thaddeus Kosciusko, Baron Frederick von Steuben) - Valley Forge
- Benedict Arnold
- John Paul Jones (“I have not yet begun to fight.”)
- Nathan Hale (“I only regret that I have but one life to lose for my country.”) - Cornwallis’s surrender at Yorktown

MN Academic Standards

None

Pre-Assessment

Create a KWL Chart for students to write what they know about the American Revolution. They will also record things they want to learn about the American Revolution. This will be on display for the remainder of the unit. The class will revisit the “L” portion of the chart at the end of the unit.

Domain Lesson 1	Day 1 - “Meet the Colonists”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Explain why immigrants came to the American colonies. (RI.4.1) ✓ List the factors that began to unify the diverse population of the American colonies. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>immigrant, colony, migrate, trade, merchant, custom, and frontier.</i> (RI.4.4)

Vocabulary	immigrant, colony, migrant, trade, merchant, custom, frontier
Procedure	<ul style="list-style-type: none"> ● Introduce the Reader ● Review first European explorers of America from 3rd grade ● Pass out the Thirteen Colonies map (AP 1.2) and go over map, inform students that we will be referring back to this throughout the unit ● Guided reading Ch. 1 - pgs 2-9 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “In what ways did the colonies change over time?” ● Complete AP 1.3 ● Color the map on AP 1.2 by color coding the colonies
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Day 2 - “If You Had Lived in the Colonies”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe everyday life in the American colonies in the 1750s. (RI.4.1) ✓ Compare and contrast the life of a child of a free person with the life of a child of an enslaved person. (RI.4.6) ✓ Understand the meaning of the following domain-specific vocabulary: <i>enslave, plantation, disease, and herb</i>. (RI.4.4)
Vocabulary	enslaved, plantation, disease, herb

Procedure	<ul style="list-style-type: none"> ● Ask students to describe a typical day in their lives and share that we will be learning about what an average day looked like for a colonial child during the 1750s ● Guided reading Ch. 2 - pgs 10-17 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What was daily life like for free colonial children growing up on a farm, in comparison to enslaved children?” ● Students brainstorm with their group to discuss what they would have done on an average day if they lived in the 1700s in North America. They write these down. Share out when done.
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Day 3 - “The Rights of Englishmen”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Explain how the British Empire was created. (RI.4.3) ✓ Identify Parliament and explain its powers over the colonies. (RI.4.2) ✓ List and describe the most important rights of British citizens. (RI.4.7) ✓ Understand the meaning of the following domain-specific vocabulary: <i>empire, self-government, Congress, English Parliament, tax, representative, assembly, citizen, and independence.</i> (RI.4.4)

Vocabulary	empire, self-government, Congress, English Parliament, tax, representative, assembly, citizen, and independence
Procedure	<ul style="list-style-type: none"> ● Discuss the thirteen colonies and how they were English colonies, and concept of rights ● Guided reading Ch. 3 - pgs 18-25 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What were some of the rights granted to the citizens of the British Empire?” ● Have students choose one vocabulary word and write a sentence using the term, share out when done.
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Day 4 - “Learning Hard Lessons”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Explain the reasons for the conflict between the French and the British. (RI.4.3) ✓ Identify George Washington and describe his role in the conflict. (RI.4.2) ✓ Describe the course of the conflict in the Ohio River Valley. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>militia, fort, general, governor, and ally</i>. (RI.4.4)

Vocabulary	militia, fort, general, governor, and ally
Procedure	<ul style="list-style-type: none"> ● Brainstorm reasons as to why countries go to war <ul style="list-style-type: none"> ○ discuss why land is important to a country ● Discuss what students already know about George Washington ● Guided reading Ch. 4 - pgs 26-31 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What were some of the mistakes young George Washington made when dealing with the French Army” ● Have students choose one vocabulary word and write a sentence using the term, share out when done.
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Day 5 - “The French and Indian War”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the events of the French and Indian War. (RI.4.3) ✓ Identify the provisions of the peace treaty between the French and the British. (RI.4.3) ✓ Evaluate the implications of the war’s outcome for Britain and the American colonies. (RI.4.7) ✓ Understand the meaning of the following domain-specific vocabulary: <i>colonel, parade, advance, prime minister</i>, and “peace treaty.” (RI.4.4)

Vocabulary	colonel, parade, advance, prime minister, and “peace treaty”
Procedure	<ul style="list-style-type: none"> ● Brainstorm with students about the most important target in a war - where would you attack first and why? ● Introduce chapter by discussing that they will be reading about key events of war that took place between British and the French - discuss prior knowledge from grade 3 ● Guided reading Ch. 5 - pgs 32-37 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “How did the British defeat the French in the French and Indian War?” ● AP 5.1 - domain vocabulary words from ch. 1-5
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>Peace Treaty</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	Day 6 - “The Quarrel with Britain Begins”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Understand the colonial policies Britain made as a result of the French and Indian War, including the Proclamation of 1763. (RI.4.7) ✓ Understand the effects of these policies on the American colonies. (RI.4.5) ✓ Understand the meaning of the following domain-specific vocabulary: <i>proclamation, import, tax collector, and molasses.</i> (RI.4.4)
Vocabulary	proclamation, import, tax collector, and molasses

Procedure	<ul style="list-style-type: none"> ● Review Ch. 5 with the class ● Guided reading Ch. 6 - pgs 32-43 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What were the reasons why George III would not allow the colonists to move west into the Ohio River Valley?” ● Have students choose one vocabulary word and write a sentence using the term, share out when done.
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Day 7 - “The Stamp Act Crisis”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Understand the purpose of the Stamp Act. (RI.4.3) ✓ Explain how the colonists organized themselves to protest the Stamp Act. (RI.4.5) ✓ Understand the meaning of the following domain-specific vocabulary: <i>boycott, Patriot, repeal, and resistance</i>; and of the phrases “taxation without representation” and “course of action.” (RI.4.4)
Vocabulary	boycott, Patriot, repeal, and resistance; and of the phrases “taxation without representation” and “course of action.”
Procedure	<ul style="list-style-type: none"> ● Introduce the word boycott and discuss the origin and how it applies to the American Revolution unit ● Guided reading Ch. 7 - pgs 44-49

	<ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “Why did the Stamp Act cause so much anger in the colonies?” ● Taxation Without Representation Activity (pg. 59 TM)
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>“taxation without representation” and “course of action.”</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Day 8 - “Parliament Stumbles Again”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Understand the further actions of Parliament and the colonial responses to these actions. (RI.4.5) ✓ Explain what happened at the Boston Massacre. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>harbor, manufacturer, massacre, silversmith, and engraving.</i> (RI.4.4)
Vocabulary	harbor, manufacturer, massacre, silversmith, and engraving
Procedure	<ul style="list-style-type: none"> ● Turn and talk about the title of the chapter and what students think that means - share out ● Guided reading Ch. 8 - pgs 50-55 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “Why did the British government repeal the Townshend Acts?”

	<ul style="list-style-type: none"> Paul Revere’s Engraving of the Boston Massacre (pg. 71 TM) - review image and analyze
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Day 9 - “A Change in Thinking”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Identify Sam Adams and explain his role in forming the Committee of Correspondence. (RI.4.3) ✓ Describe the colonists’ attitude towards Britain after the Boston Massacre. (RI.4.3) ✓ Explain how the Committees of Correspondence formed and what their purpose was. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>committee</i> and <i>quill pen</i>. (RI.4.4)
Vocabulary	committee and quill pen
Procedure	<ul style="list-style-type: none"> Brainstorm a list of events of conflict between the colonists and Parliament thus far Guided reading Ch. 9 - pgs 56-61 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion Review timeline cards Students answer Big Question in essay form: “What was the Committee of Correspondence?”

	<ul style="list-style-type: none"> ● Have students choose one vocabulary word and write a sentence using the term, share out when done.
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Day 10 - “A Tea Party in Boston”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Explain the events that led up to the Boston Tea Party. (RI.4.3) ✓ Describe the events of the Boston Tea Party. (RI.4.3) ✓ Explain what the Intolerable Acts were. (RI.4.7) ✓ Understand the meaning of the following domain-specific vocabulary: <i>oppose, intolerable, and resist</i>. (RI.4.4)
Vocabulary	oppose, intolerable, resist
Procedure	<ul style="list-style-type: none"> ● Guided reading Ch. 10 - pgs 62-67 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What were the events that led to the Boston Tea Party?” ● AP 10.1 - domain vocabulary ch. 6-10
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	Day 11 - “The Colonies Resist”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the colonists’ reactions to the Intolerable Acts. (RI.4.7) ✓ Identify the First Continental Congress and explain why it met. (RI.4.3) ✓ Understand the outcome of the First Continental Congress. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>Supreme Court, declaration, resolution, and defiant</i>. (RI.4.4)
Vocabulary	Supreme Court, declaration, resolution, defiant
Procedure	<ul style="list-style-type: none"> ● Review events of The Boston Tea Party ● Discuss the sentence: “There is strength in numbers,” and how that was important with the colonies rebelling against the Parliament ● Guided reading Ch. 11 - pgs 68-73 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “How did the colonists’ attitudes and view of themselves begin to change?” ● Have students choose one vocabulary word and write a sentence using the term, share out when done.
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 12	Day 12 - “The Fighting Begins”
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MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Understand the events that occurred at Lexington and Concord. (RI.4.3) ✓ Identify Paul Revere and explain his role in the events. (RI.4.3) ✓ Define the term <i>Minutemen</i> and explain who the Minutemen were. (RI.4.4) ✓ Explain the viewpoint of Patrick Henry. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>brethren, Minutemen, redcoat, stockpile, unfurl</i>; of the idiom “kill two birds with one stone”; and of the phrase “village green.” (RI.4.4, L4.5.B)
Vocabulary	brethren, Minutemen, redcoat, stockpile, unfurl; of the idiom “kill two birds with one stone”; and of the phrase “village green.”
Procedure	<ul style="list-style-type: none"> ● Review what students know about Patrick Henry ● Guided reading Ch. 9 - pgs 74-81 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What was Patrick Henry’s point of view?” ● Patrick Henry: “Give me Liberty, or Give Me Death!” <ul style="list-style-type: none"> ○ read speech and discuss ● Analyze John Singleton Copley’s <i>Paul Revere</i>
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<ul style="list-style-type: none"> - <i>the idiom “kill two birds with one stone”</i> - <i>the phrase “village green.”</i>

Writing	<i>If Applicable</i>
Domain Lesson 13	Day 13 - "Preparing for War"
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Understand the main events of the Second Continental Congress. (RI.4.3) ✓ Understand the course and outcome of the Battle of Bunker Hill. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>petition, policy, trench, and ammunition.</i> (RI.4.4)
Vocabulary	petition, policy, trench, and ammunition
Procedure	<ul style="list-style-type: none"> ● Brainstorm and summarize events that took place at Lexington and Concord <ul style="list-style-type: none"> ○ Brainstorm what students would do if they were colonial leaders during this time, what steps should they take next to deal with Britain? ● Guided reading Ch. 13 - pgs 82-87 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: "Why was George Washington chosen to be the leader of the Continental Army?" ● AP 13.1 ● Reading of "Rip Van Winkle" and/or "The Legend of Sleepy Hollow" (online resources)
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>

Writing	<i>If Applicable</i>
Domain Lesson 14	Day 14 - “The Great Declaration”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Understand the main arguments and effects of <i>Common Sense</i>. (RI.4.8) ✓ Understand and summarize the Declaration of Independence. (RI.4.2) ✓ Understand the meaning of the following domain-specific vocabulary: <i>Loyalist, pamphlet, endow, institute, and revolution</i>. (RI.4.4)
Vocabulary	Loyalist, pamphlet, endow, institute, and revolution
Procedure	<ul style="list-style-type: none"> ● Informal class vote to see how many students would rather be independent from Britain and how many would rather reconcile with Britain - have students explain their reasoning. ● Guided reading Ch. 14 - pgs 88-93 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What was the Declaration of Independence?” ● Independence Day Activity (online resource) <ul style="list-style-type: none"> ○ talking about what students know and want to know about this holiday
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 15	Day 15 - “A Discouraging Start”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Compare and contrast the British and Continental armies. (RI.4.5) ✓ Understand the challenges faced by George Washington as commander of the Continental Army. (RI.4.3) ✓ Understand the roles that women and African Americans played in the war effort. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>mercenary</i> and <i>regiment</i>. (RI.4.4)
Vocabulary	mercenary and regiment
Procedure	<ul style="list-style-type: none"> ● Discuss what we know about the British Army and the challenges of facing an army like that ● Guided reading Ch. 15 - pgs 94-99 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What challenges did George Washington face when raising an army?” ● AP 15.1 - domain vocabulary ch. 11-15
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 16	Day 16 - “Raising America’s Spirits”
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MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Understand Washington’s plan for winning the war. (RI.4.7) ✓ Explain the events of the battles of Trenton and Princeton and their significance. (RI.4.5) ✓ Understand the meaning of the domain-specific vocabulary <i>inspire</i> and the phrase “German state.” (RI.4.4)
Vocabulary	inspire
Procedure	<ul style="list-style-type: none"> ● Compare and Contrast the British and Continental armies ● Guided reading Ch. 16 - pgs 100-105 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What is meant by the statement, ‘Washington’s plan for winning the war required patience?’” ● Analyzing Emmanuel G. Leutze’s Washington, <i>Crossing the Delaware</i>
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>“German state.”</i>
Writing	<i>If Applicable</i>

Domain Lesson 17	Day 17 - “Saratoga”
MN Academic Standards	<i>N/A</i>

Objectives	<ul style="list-style-type: none"> ✓ Understand the course of the war in New York state. (RI.4.7) ✓ Identify Generals Burgoyne and Howe and understand their roles in the British campaign. (RI.4.10) ✓ Understand the meaning of the domain-specific vocabulary <i>rebels</i> and of the phrases “naval fleet” and “turn of events.” (RI.4.4)
Vocabulary	rebels
Procedure	<ul style="list-style-type: none"> ● Have students look at the map on page 128, talk about the best place for the British to attack the colonies ● Guided reading Ch. 17 - pgs 106-111 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What mistake did the British make that brought France into the war, making an American victory possible?” ● Have students choose one vocabulary word and write a sentence using the term, share out when done.
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>“naval fleet” and “turn of events.”</i>
Writing	<i>If Applicable</i>

Domain Lesson 18	Day 18 - “Valley Forge”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the conditions at Valley Forge. (RI.4.3)

	<ul style="list-style-type: none"> ✓ Describe the character of George Washington and how it affected the outcome of the Revolutionary War. (RI.4.1, RI.4.3) ✓ Identify Frederick von Steuben and discuss his contribution to the Revolutionary War. (RI.4.1, RI.4.2) ✓ Understand the meaning of the following domain-specific vocabulary: <i>scarce, forage, exposure, character, drill, and aide.</i> (RI.4.4)
Vocabulary	scarce, forage, exposure, character, drill, aide
Procedure	<ul style="list-style-type: none"> ● Discussion on army needs in order to fight well and fight bravely ● Guided reading Ch. 18 - pgs 112-115 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What were some of the challenges the Continental Army faced during the winter at Valley Forge?” ● Visit Valley Forge - virtual field trip (online resource)
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 19	Day 19 - “Fighting Shifts to the South”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the battles in the Southern colonies. (RI.4.3) ✓ Identify George Rogers Clark and describe his role in the war in the west. (RI.4.3)

	<ul style="list-style-type: none"> ✓ Identify John Paul Jones and describe his role in the American Revolution. (RI.4.3) ✓ Identify Benedict Arnold and explain how and why he betrayed his country. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>swamp, tributary, company, treason</i>; and of the phrases “guerrilla warfare” and “naval battle.” (RI.4.4)
Vocabulary	<i>swamp, tributary, company, treason</i> ; and of the phrases “guerrilla warfare” and “naval battle.”
Procedure	<ul style="list-style-type: none"> ● Guided reading Ch. 19 - pgs 116-121 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “Why did the British shift the fighting to the South?” ● The Story of a Naval Battle - describe what they see <ul style="list-style-type: none"> ○ Students write a short story from the perspective of someone who was at the battle
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>“guerrilla warfare” and “naval battle.”</i>
Writing	<i>If Applicable</i>

Domain Lesson 20	Day 20 - “The World Turned Upside Down”
MN Academic Standards	<i>N/A</i>

Objectives	<ul style="list-style-type: none"> ✓ Describe the final major battle at Yorktown. (RI.4.3) ✓ Explain how the Americans defeated the British. (RI.4.2) ✓ Understand the meaning of the following domain-specific vocabulary: <i>half a crown</i>. (RI.4.4)
Vocabulary	half a crown
Procedure	<ul style="list-style-type: none"> ● Review all the events that have occurred up until now - add more events to the chart paper from last time ● Discussion on whether the soldiers on each side are optimistic or pessimistic ● Guided reading Ch. 20 - pgs 122-127 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “How does the chapter title explain the outcome of the American Revolution?” ● AP 20.1 - domain vocabulary ch. 16-20 ● AP 20.2 ● AP 20.3
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 21	Day 21 - Review
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Show what I know about The American Revolution by answering questions correctly ● Identify the meaning of domain specific vocabulary

<p>Vocabulary</p>	<p>immigrant, colony, migrate, trade, merchant, custom, frontier, enslave, plantation, disease, herb</p> <p>empire, self-government, English Parliament, Congress, tax, representative, assembly, citizen, independence</p> <p>militia, fort, governor, general, ally</p> <p>colonel, parade, advance, prime minister, “peace treaty”</p> <p>proclamation, import, tax collector, molasses</p> <p>“taxation without representation,” boycott, Patriot, “course of action,” repeal, resistance</p> <p>harbor, manufacturer, massacre, silversmith, engraving</p> <p>committee, quill pen</p> <p>intolerable, oppose, resist</p> <p>Supreme Court, declaration, defiant, resolution</p> <p>brethren, Minutemen, “kill two birds with one stone,” redcoat, “village green,” stockpile, unfurl</p> <p>petition, policy, trench, ammunition</p> <p>Loyalist, pamphlet, endow, institute, revolution</p> <p>mercenary, regiment</p> <p>inspire, “German state”</p> <p>rebels, “naval fleet,” “turn of events”</p> <p>scarce, forage, exposure, character, drill, aide</p> <p>swamp, “guerrilla warfare,” tributary, company, “naval battle,” treason</p> <p>half a crown</p>
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Procedure	<ul style="list-style-type: none"> Students participate in a jeopardy style review of content with their groups
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 22	Day 22 - Unit Assessment
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> Show what I know about The American Revolution by answering questions correctly Identify the meaning of domain specific vocabulary
Vocabulary	<p>immigrant, colony, migrate, trade, merchant, custom, frontier, enslave, plantation, disease, herb</p> <p>empire, self-government, English Parliament, Congress, tax, representative, assembly, citizen, independence</p> <p>militia, fort, governor, general, ally</p> <p>colonel, parade, advance, prime minister, "peace treaty"</p> <p>proclamation, import, tax collector, molasses</p> <p>"taxation without representation," boycott, Patriot, "course of action," repeal, resistance</p> <p>harbor, manufacturer, massacre, silversmith, engraving</p> <p>committee, quill pen</p> <p>intolerable, oppose, resist</p> <p>Supreme Court, declaration, defiant, resolution</p>

	<p>brethren, Minutemen, “kill two birds with one stone,” redcoat, “village green,” stockpile, unfurl</p> <p>petition, policy, trench, ammunition</p> <p>Loyalist, pamphlet, endow, institute, revolution</p> <p>mercenary, regiment</p> <p>inspire, “German state”</p> <p>rebels, “naval fleet,” “turn of events”</p> <p>scarce, forage, exposure, character, drill, aide</p> <p>swamp, “guerrilla warfare,” tributary, company, “naval battle,” treason</p> <p>half a crown</p>
Procedure	<ul style="list-style-type: none"> • Students complete The American Revolution Assessment
Poetry	<i>If Applicable</i>
Nonfiction	American Revolution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

